

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

State Results

State: Maine



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,593									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,230	13,255								97	98	
Current LEP Students							2,554	2,640								19	20	
With an approved accommodation							434	451								3	3	
IEP Students							189	206								44	46	
With an approved accommodation							1,951	1,958								15	15	
Students not tested in NECAP							1,430	1,452								73	74	
State Approved							363	338								3	2	
Alternate Assessment							214	204								59	60	
First Year LEP							188	184								88	90	
Withdrew After October 1							6	0								3	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							20	20								9	10	
							149	134								41	40	

NECAP RESULTS

		State																								
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	%	N	%	N	%	N	%	N		%	%	%	%	N		%	%	%	%		
READING	13,593	214	149	13,230	1,631	12	7,436	56	2,635	20	1,528	12	345													
MATH	13,593	204	134	13,255	1,988	15	6,183	47	3,038	23	2,046	15	343													
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

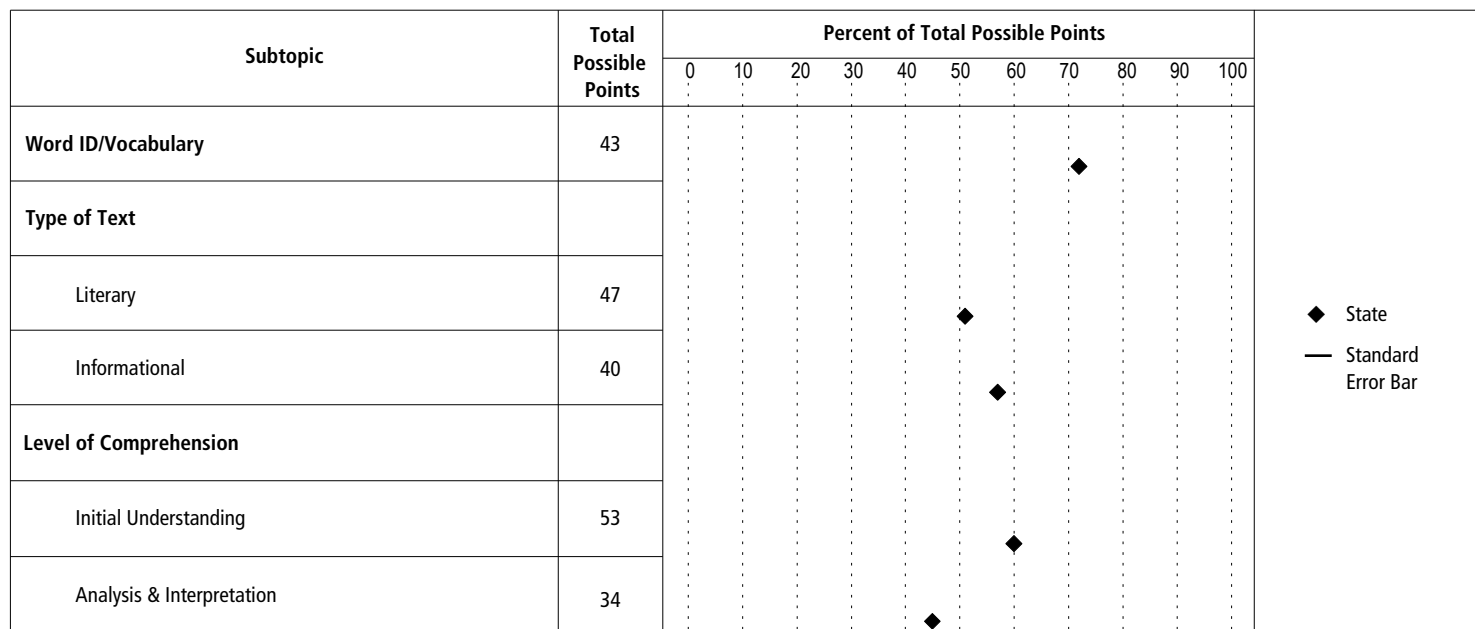
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative													
Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative													
Total													
State													
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
2012-13	13,593	214	149	13,230	1,631	12	7,436	56	2,635	20	1,528	12	345
Cumulative													
Total	40,365	685	348	39,332	5,506	14	22,107	56	7,449	19	4,270	11	345





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,593	214	149	13,230	1,631	12	7,436	56	2,635	20	1,528	12	345												
Gender																									
Male	7,047	149	81	6,817	658	10	3,729	55	1,479	22	951	14	343												
Female	6,546	65	68	6,413	973	15	3,707	58	1,156	18	577	9	347												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	253	6	8	239	26	11	113	47	63	26	37	15	343												
Not Hispanic or Latino																									
American Indian or Alaskan Native	118	3	1	114	4	4	65	57	30	26	15	13	342												
Asian	228	2	3	223	42	19	111	50	44	20	26	12	346												
Black or African American	468	15	8	445	20	4	173	39	124	28	128	29	337												
Native Hawaiian or Pacific Islander	18	0	0	18	1	6	9	50	5	28	3	17	341												
White	12,303	185	127	11,991	1,506	13	6,861	57	2,332	19	1,292	11	345												
Two or more races	205	3	2	200	32	16	104	52	37	19	27	14	345												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	460	10	16	434	17	4	170	39	118	27	129	30	336												
Former LEP student - monitoring year 1	14	4	0	10	4	40	3	30	2	20	1	10	353												
Former LEP student - monitoring year 2	8	2	0	6																					
All Other Students	13,111	198	133	12,780	1,608	13	7,262	57	2,512	20	1,398	11	345												
IEP																									
Students with an IEP	2,212	202	59	1,951	47	2	606	31	566	29	732	38	334												
All Other Students	11,381	12	90	11,279	1,584	14	6,830	61	2,069	18	796	7	347												
SES																									
Economically Disadvantaged Students	7,075	160	105	6,810	484	7	3,544	52	1,626	24	1,156	17	342												
All Other Students	6,518	54	44	6,420	1,147	18	3,892	61	1,009	16	372	6	348												
Migrant																									
Migrant Students	5	0	0	5																					
All Other Students	13,588	214	149	13,225	1,631	12	7,433	56	2,633	20	1,528	12	345												
Title I																									
Students Receiving Title I Services	4,361	58	42	4,261	269	6	1,953	46	1,236	29	803	19	340												
All Other Students	9,232	156	107	8,969	1,362	15	5,483	61	1,399	16	725	8	347												
504 Plan																									
Students with a 504 Plan	266	1	0	265	26	10	161	61	51	19	27	10	346												
All Other Students	13,327	213	149	12,965	1,605	12	7,275	56	2,584	20	1,501	12	345												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

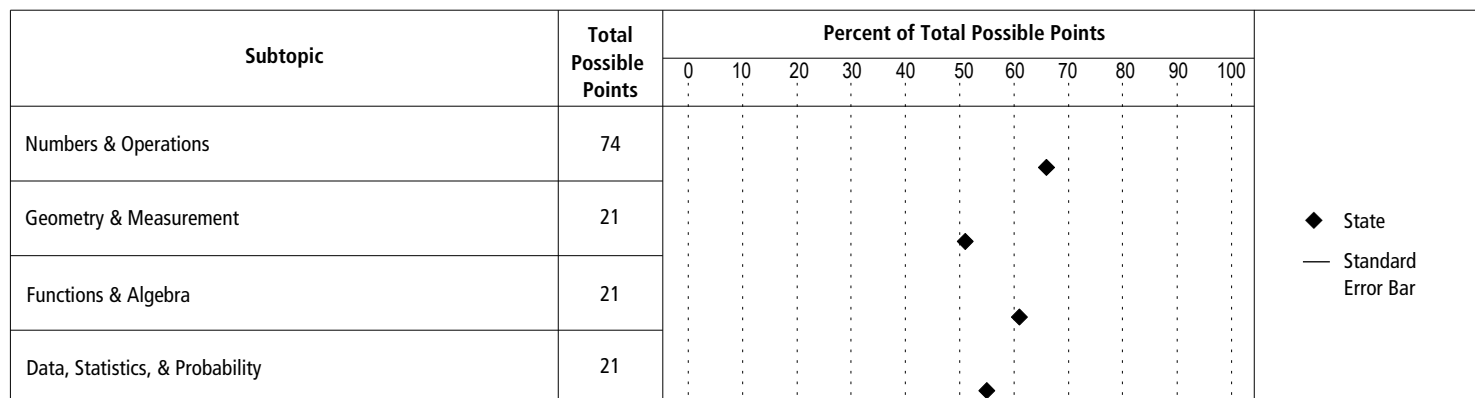
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative Total													
State													
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
2012-13	13,593	204	134	13,255	1,988	15	6,183	47	3,038	23	2,046	15	343
Cumulative Total	40,365	596	332	39,437	6,390	16	18,193	46	8,927	23	5,927	15	343





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																										
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%			
All Students	13,593	204	134	13,255	1,988	15	6,183	47	3,038	23	2,046	15	343														
Gender																											
Male	7,047	139	72	6,836	1,045	15	3,263	48	1,525	22	1,003	15	343														
Female	6,546	65	62	6,419	943	15	2,920	45	1,513	24	1,043	16	342														
Not Reported	0	0	0	0																							
Race/Ethnicity																											
Hispanic or Latino	253	5	3	245	31	13	86	35	73	30	55	22	340														
Not Hispanic or Latino																											
American Indian or Alaskan Native	118	3	1	114	7	6	48	42	38	33	21	18	340														
Asian	228	2	1	225	51	23	93	41	47	21	34	15	344														
Black or African American	468	11	4	453	27	6	109	24	148	33	169	37	335														
Native Hawaiian or Pacific Islander	18	0	0	18	0	0	9	50	4	22	5	28	339														
White	12,303	180	123	12,000	1,852	15	5,739	48	2,682	22	1,727	14	343														
Two or more races	205	3	2	200	20	10	99	50	46	23	35	18	341														
No Race/Ethnicity Reported	0	0	0	0																							
LEP Status																											
Current LEP student	460	4	5	451	29	6	108	24	137	30	177	39	335														
Former LEP student - monitoring year 1	14	4	0	10	4	40	3	30	2	20	1	10	349														
Former LEP student - monitoring year 2	8	2	0	6																							
All Other Students	13,111	194	129	12,788	1,953	15	6,071	47	2,899	23	1,865	15	343														
IEP																											
Students with an IEP	2,212	198	56	1,958	82	4	576	29	539	28	761	39	335														
All Other Students	11,381	6	78	11,297	1,906	17	5,607	50	2,499	22	1,285	11	344														
SES																											
Economically Disadvantaged Students	7,075	151	97	6,827	573	8	2,839	42	1,894	28	1,521	22	340														
All Other Students	6,518	53	37	6,428	1,415	22	3,344	52	1,144	18	525	8	346														
Migrant																											
Migrant Students	5	0	0	5																							
All Other Students	13,588	204	134	13,250	1,988	15	6,181	47	3,036	23	2,045	15	343														
Title I																											
Students Receiving Title I Services	4,361	48	34	4,279	283	7	1,605	38	1,319	31	1,072	25	339														
All Other Students	9,232	156	100	8,976	1,705	19	4,578	51	1,719	19	974	11	345														
504 Plan																											
Students with a 504 Plan	266	1	0	265	37	14	142	54	49	18	37	14	343														
All Other Students	13,327	203	134	12,990	1,951	15	6,041	47	2,989	23	2,009	15	343														

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.